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It's Easy Being Green - EEVC Collaboration Proposal

What

Our goal is to partner with teachers, parents, and students to make Lloyd Harbor School a "greener" school. We also plan to develop a web-based tool with information and resources for students, parents, and community members to make their home a "greener" home.

We are committed to a sustainable future and to improving the social, economic and environmental well being of the community. Through our actions, we hope to inspire others to adopt practices that reduce energy usage and waste in order to create a cleaner, safer place to learn and work. We encourage everyone to take an active role in making the world a better place today - so we can all share a better world tomorrow.

Why

"Be the change you wish to see in the world." Gandhi

One of the underlying premises of the constructivist theory is that learning be grounded in relevance. Kids benefit tremendously when they see the connections between the work they do in school and their lives outside of school. For example, when kids recycle, they become part of a process larger than themselves. Recycling has a positive impact on the environment, adds jobs to the US economy, and turns used products into new ones. In our proposal, kids will be actively engaged in the development, implementation and assessment of almost every aspect of our green school initiative.

Why work for a greener school?

- It contributes to a better world for all of us.
- Currently, our school is sending a bad message to our children. Schools set some of the worst examples when it comes to "going green". Schools represent a significant source of paper that can be recovered for recycling. According to the US EPA, waste from schools, institutions, and businesses makes up about 35 - 45% of all municipal solid waste. On average, up to 80% of a school's waste stream can be recovered; up to half of that is paper.
- It's the law. Recycling has been required by New York State since 1988. However, only four municipalities across Long Island provide their school districts with recycling bins.

EEV Key Elements

A meaningful collaboration...

- represents the Daniel Pink elements of **design, story, symphony, empathy, play, and meaning**
Symphony is being able to put pieces of info together in new ways to develop creative solutions to problems; being able to see "the big picture" and how separate pieces can come together to create a whole that is more than the sum of its parts. *Kids will have the opportunity to participate in developing solutions to complex problems and see the impact that their collective actions can have.*
Meaning is having a sense of how what you do is related to others, how being part of something larger than yourself is one route to finding a greater purpose in life. *As they work with teachers, parents, and other community members, kids will come to appreciate the connections between themselves, others, and the natural world.*
- includes **children as desired, vital, and contributing** partners with others in a learning community. *Kids, parents, and teachers will be equal partners in pursuing common goals. Each constituent group will bring its particular talents and energy to bear on various aspects of the collaboration.*
- naturally links **people of all ages and backgrounds with cultural and community resources** on Long Island. *Our collaboration will open up avenues of communication between kids in school and adults outside of school as kids research and begin to implement the elements of a green school and as they extend their ideas into their homes and the community at large.*
- **blurs work and play** or obligation/responsibility and desire/choice. *Kids are already knowledgeable about (aware of?) environmental efforts outside of school. Our collaboration offers kids the opportunity to extend their work beyond the classroom. As such, the environmental work they do in school will naturally merge with and give greater meaning to the environmental work they do outside of school. Kids will see their efforts at home, in school and in the community as natural extensions of each other, not as artificial constructs. extends into and beyond school or work days to a more holistic view of life and living.*
- builds **caring, meaning, and self-worth**. *Kids are empowered when they see that their individual and collective actions can have an impact on the world they live in.*
- has components that would **change or be dramatically enhanced with powerful tools of electronic communications and multimedia** expression being used well. *Technology will enable kids to share their ideas with others and educate their peers and the community.*
- **crosses academic disciplines often blurring the very sense of a particular discipline and building a wholistic, natural learning experience**. *Kids' experiences with the green school project will be embedded in many different curriculum areas - social studies, math, language arts, technology. This integration will result in kids seeing the connections between the various disciplines, rather than viewing them as separate, unrelated entities.*

- is **energizing and intrinsically motivating** for children and adults. *Few things are more motivating and empowering for kids than to realize they have a genuine opportunity to make a tangible, positive change in something they feel passionate about.*
- represents the **National Educational Technology Standards for Teachers (NETS-T) in action**
 1. **Facilitate and Inspire Student Learning and Creativity** Engage students in exploring real-world issues and solving authentic problems using digital tools and resources; model collaborative knowledge construction by engaging in learning with students, colleagues, and others.
 2. **Design and Develop Digital-Age Learning Experiences and Assessments** Design or adapt relevant learning experiences that incorporate digital tools and resources.
 3. **Model Digital-Age Work and Learning** Collaborate with students, peers, parents, and community members using digital tools and resources.
 4. **Promote and Model Digital Citizenship and Responsibility** Promote and model digital etiquette and responsible social interactions related to the use of technology and information.
 5. **Engage in Professional Growth and Leadership** Participate in local and global learning communities.
- represents the **National Educational Technology Standards for Students (NETS-S) in action**
 1. **Creativity and Innovation** Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
 2. **Communication and Collaboration** Students use digital media and environments to communicate and work collaboratively.
 3. **Research and Information Fluency** Students apply digital tools to gather, evaluate, and use information.
 4. **Critical Thinking, Problem Solving, and Decision Making** Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
 5. **Digital Citizenship** Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
 6. **Technology Operations and Concepts** Students demonstrate a sound understanding of technology concepts, systems, and operations. (www.iste.org)

How

- Create a "green committee" consisting of teachers and parents
- Create a "green team" consisting of students
- Create a website consisting of resources and activities for teachers, students, and community members
- Establishing connections with community members/groups active in environmental concerns
- Provide opportunities for town/state environmental competitions

Who

TEAM Members:

- Laura Classi
- Margaret Diehl
- Barbara Field
- Carolyn Matthews

Students:

- 2nd, 4th, and 6th graders from our classrooms in Lloyd Harbor School (current goal: 2008-2009 school year)
- "Green Team" student volunteers from Lloyd Harbor School (future goal: ongoing, beginning in 2009)

Parents:

- "Green Committee" volunteers from Lloyd Harbor School

Outside Assistance:

- Town of Huntington Recycling Center
- Local environmental groups (still researching)
- Local businesses which are "going green"

Technologies

- Create a web-based resource using Dreamweaver
- Create a wiki or blog for online tips and discussion
- Create surveys for beginning and end of year using surveymonkey.com
- Students create an informational presentations geared toward different grade levels (ie. Photostory, PowerPoint, Hyperstudio...)
- Students will use a variety of technologies to reflect their experiences

When

On-going Sept. through June

- Meeting with administrators and parents
- Develop website for teachers, parents, students
- Contact outside groups - TOH, environmental groups

October / November - create WebQuest for students

November - Students complete WebQuest

November/December - Students create recycling presentations

November - develop proposal for extra-curricular Green Team for 09-10 school year (as part of school budget)

Early December - Share recycling presentations with other classes / plastic recycling begins throughout school

On-going January - June

- Investigate other recycling possibilities - paper, etc. - for 09-10 school year
- Investigate other ways (besides recycling) to be a green school

January - Logo Contest

January/February - Look into possibility of field trips (recycling facilities)

How Assessed

- Ask students, teachers, and parents to view and comment on our website. Did they find it helpful? (Possibly using Google Forms)
- Examine before and after surveymonkey.com questionnaires. We will analyze the data collected.
- Review students' work to determine the effectiveness of our "It's Easy to be Green" collaboration